2-Apr-2019

Educational Psychology

→ Gifted children —— 20
→ Retarded " —— 20
→ Learning disabled —— 15
→ Guidance & Counseling —— 10
→ Learning Styles —— 15
→ Requirements for effective teaching —— 10
→ Distance Education through IT ——→ 15

a) CAI
b) CBC
c) CAT
d) ISD
} IT

* Guidance & Counseling

↳ Career counseling
↳ Vocational Guidance
↳ Psychotherapy vs counseling
↳ Guidance vs Counseling

} Tools to facilitate HRD & HRM To achieve person job fit

⇒ Identify characteristics of the person with the requirement of the job.

⇒ Psychological Testing assumes importance.

↳ a) Personality Tests
b) Cognitive Ability Tests

- Behavioristic Counseling → Directive
- Humanistic " → Non-Directive

⇒ In counseling → solution through discussion
guidance → ready made solution

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SHOUT
SHARE
IT

- Psychotherapy → medical ; abnormal people
- Counseling → non-medical ; normal people

* Effective Communication → key requirements for counseling & guidance.

* Guidance → organised set of services whose objective is to assist the client's dev. in consonance with his personal & social needs. It is given by one person to another in making choices & adjustments and in solving problems. The us office of education defines guidance as the process of acquainting the individual with the various ways including spatial training in which he may discover his natural endowments, so that he makes a living to his best own advantage & that of the society.

* Basic principles of guidance

(i) Guidance is a life long process.
(ii) Guidance is for total personality dev.
(iii) Guidance is for everyone & may be needed in any stage of life.
(iv) Guidance considers giving imp. to individual diff.
(v) Guidance involves co-operative effort
(vi) " " study of individual & his evaluation
(vii) Guidance promotes self reliance & self dev.
(viii) " should be provided by a trained personnel.
(ix) It is an integral part of total educational process.

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* Respecting Individual Differences → very imp. for guidance.

⇒ Rosenthal & Jacobson's Exp.
→ Pygmalion Effect
→ Gollum Effect

⇒ Unbiased Approach by the teacher
⇒ Molar " " " "

⇒ Teacher should appreciate the background & then understand the learner.

⇒ Vygotsky → Scaffold

(i) Educational Guidance

It is an assistance provided to the students so that they can make adjustments with school curriculum & school life.

Traxler has defined it as an extensive process related to every aspect of school eg. curriculum, methods of instruction, disciplinary procedures, etc.

Educational guidance therefore includes methods & techniques by which the process of education is carried forward. It enables the student to meet successfully the various challenges posed by diff. levels of education.

(ii) Vocational Guidance

↳ ILO (International Labour Org.)

↳ It refers to the assistance given to the individual in solving the problem related to occupational choice & progress with due regard for the individual characteristics & their relation to occupational opportunity.

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The objective of VG is to organise & conserve human resources. It is the process of helping the individual develop & accept an integrated & adequate picture of himself and his role in the world of work.

* Goals

(i) Building Relationships
(ii) Exploring self
(iii) Improving efficiency
(iv) Determining values
(v) Facilitating realistic goal settings
(vi) Accepting responsibility for the future

* Counseling

- Pepinsky & Pepinsky defined it as the interaction
  a) occurs bet. counselor & client
  b) takes place in a professional setting
  c) is initiated to facilitate changes in the client's beh.

- Andrew → It is a process of mutual learning & in this learning there are 2 individuals. One seeking help and the other, the trained individual who assists the first person in such a way so as to ensure his optimum development.

- Characteristics

(i) It is related to 2 individuals
  a) Counselor
  b) Counselee

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(ii) Counselor is the trained person

(iii) Solution to the problem is arrived through mutual discussion.

(iv) It is learning oriented process

(v) It is an active part of the entire process of guidance.

(vi) It helps the individuals in solving their behavioral problems.

(vii) It requires the use of interview & is possible only in the cordial & co-operative env.

* Types

(i) Directive
↳ counselor centred

(ii) Non-directive
↳ Counselee centred

(iii) Eclectic
↳ it is equally oriented to both

* Steps

(i) Analysis
(ii) Synthesis
(iii) Diagnosis
(iv) Interpretation
(v) Follow up

* career counseling

It is the process of helping the candidates to select the course of study that may help them

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to get into a job & make them employable. A career counselor helps the candidates to get into a career that is suited to their aptitude, attitude, personality, interest & skills. It is the process of making effective correlation bet. the internal psychology of a candidate with the external factors of employability. All career counselors make use of psychological tests to assess the suitability of the candidates for the educational courses & careers they are interested in.

* Guidance vs Counseling

Both are used to solve life problems but the diff. lies in approach. In guidance the client's problem are listened carefully & readymade solutions are provided by the expert whereas in counseli client's problems are discussed & relevant info. is provided in bet. The attempt is to enable the client to develop an insight, so that he can find solutions to his problems & becomes empowered to take decisions. The decisions that come out from guidance & counseling may be the same but in guidance, decision is taken by the guide, whereas in counseling, clients take their own decisions.

* Psychotherapy vs Counseling

(i) Counseling → educational settings
Psychotherapy → Medical "

(ii) Operational area of counseling is extensive whereas Psychotherapy is deep.

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(iii) Time taken by counseling is much less than that taken by Psychotherapy.

(iv) Counseling is concerned with reeducating & supportive goals whereas Psychotherapy is reconstructive.

(v) Counseling → suggestion & advising
Psychotherapy → diagnosis & treatment

(vi) Counseling helps in understanding & resolving adjustment problems of normal individuals whereas Psychotherapy involves the same with abnormal individuals.

Gifted Children

(Previously)
→ IQ 130 & Above on SIT (Standardised Intelligence Test)

→ Gifted today → any individual with exceptional talent

→ Gifted
Retarded
Learning disabled,
etc
} → Exceptional children

a) Those who deviate from the normal.

b) This deviation requires the use of special educational services to facilitate their optimal development

→ It requires modification in the traditional school practices to provide for their needs.

(i) Socially Deviate → Juvenile Delinquents

(ii) Intellectually " → Gifted & Retarded

(iii) Physically " → deaf, dumb

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→ Now, term for IQ 130 & above → Intellectually Gifted

↳ a) Superior CNS

↳ Creative Imagination

⇒ do complex tasks involving creative imagination & Intellectual Abstraction

* Characteristics of gifted Learners

(i) High attention span

(ii) They like abstract tasks eg. literature, maths

(iii) They ask complex questions

(iv) They are able to read books 1 to 2 year advanced in comparison to their average classmates.

(v) Superior memory, abstraction & generalisation

(vi) They are interested in wide range of things

(vii) They ~~are~~ ~~able~~ reach developmental milestones faster than other children.

- Terman
- Hollingworth

] → exceptional work in this area
↳ Both have found point (vii) above

* How to identify Gifted Learners → a) Formal Methods
b) Informal "

a) Formal → psychological Tests → GIT (Group Int. Test)
→ IIT (Individual " ")
→ CT (Creativity ")
→ IT (Interest ")

⇒ Precision is there but cost is a problem.

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b) Informal

(i) Observation by Parents
(ii) " " Teachers
(iii) " " peers
(iv) " " Family friends

Problems

a) Exaggeration
b) Ignorance
↳ In a classroom research → social leadership qualities
↓
Teacher's criteria to identify
(not correct)

c) Jealousy by peers and hence not ~~informed~~ informing.

* Challenges faced by Gifted Learners in their education

(i) Egoistical Attitude → success comes easily

(ii) Boredom → slow Pace of education (as they understand faster than others)

(iii) ~~Peer~~ Maladjustment in peer group
↳ (Needs, tastes & requirements are diff.)
↓↓ Later it becomes
Social Maladjustment

⇒ Tongue Tied beh. (As peers discourage their complex question asking)

(iv) Lopsided personality dev.
↳ only one side and that is brain

(v) ~~#~~ over attention by teachers & parents

(vi) Meaninglessness

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⇒ Meaninglessness as everything comes so easily.

(vii) Friction bet. teacher & taught
(they ask complex questions)

(viii) They demand privileges that are difficult to meet.

* Terman

↳ women with 170 IQ were acting as housewives (quit the jobs)

* Hollingworth

↳ They are out of sync intellectually with the children of their age group & out of sync. physically & emotionally with their intellectual equals.

↳ They have very less real peers.

→ These children will have huge problems initially but with time they find real peers & adjustment becomes easy.

* Education of Gifted Learners

(i) Special Grouping
(ii) Method of Acceleration
(iii) Enrichment of curriculum

(i) Special Grouping

a) Special Schools
b) Special classes
c) Modified special classes

(ii) Method of Acceleration

a) Early school Admission
b) Skipping grades
c) Telescopic "

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* Special Grouping

a) Special schools

↳ only for gifted children

↳ Navodaya Vidyalaya → for rural gifted

↳ Enriched curriculum can be provided

Problems

a) Cost

b) Getting gifted teachers is a problem

c) Some people will see it as undemocratic (why govt. is using money for this → schools for retarded are understandable but not this)

d) Social Maladjustment

e) Finding sufficient no. of gifted children.

b) Special classes

↳ within a school, some classes for gifted children

Problems

→ discrimination (undemocratic)

→ Politicians will force to put their kids into them

+ve

⇒ Cost is less

c) Modified Special classes

↳ After or before class hours → gifted children are given enriched curriculum.

→ They do classes with normal children also

↓

Adjustment is better

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* Method of Acceleration

↳ Make the children progress faster than what is ordinarily done.

(i) Early school admission

↳ based on mental age and not chronological age.

Issues

a) Assessment of mental age objectively is tough

b) This method will work for those kids whose physical & emotional development is same as their mental development.

(ii) Skipping grades

→ Double Promotion

↳ Experiences of the skipped class will be lost → foundations are laid during initial years.

(iii) Telescopic grades

↳ 2 years work in 1 year or 1 year work in 6 months.

↳ This way, the works of no grade are missed.

* Enrichment of Curriculum → curriculum as per the learner.

Focus is on

(i) Association Building

(ii) Providing opportunities for creative Expression

(iii) Social Intelligent Development

(iv) Input provided matches cognitive readiness of the child.

(v) Child is given the freedom to perform activities of his choice.

(vi) Making child learn diverse skills eg. psychomotor skills

(vii) Language

↳ linguistic skills other than mother tongue

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Learning Disabled

→ IQ level below 70 → Retarded

→ IQ " bet 70 – 84 ⇒ Slow Learners

⇒ Children whose IQ levels are normal but the underperform at school

a) They have emotional problems

b) They have reading, writing, arithmetic problems
eg. Dyslexia

Learning disability is a general term that refers to a heterogenous group of disorders manifested by significant difficulties in the acquisition & use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and are presumed to be due to CNS dysfunction and may occur across lifespan.

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(i) Organic / Biological Cause

(ii) Genetic Cause

(iii) Environmental Cause

- Disadvantage → Learning problem
- Socio-Economic status ↓ → Learning problem

* Factors that cause

a) Predispository → eg. excessive secretion of epinephrine
→ biological predisposition that puts a child at risk of developing a problem

b) Precipitation → specific event that starts the problem

c) Reinforcement → problematic beh. reinforced

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a) Organic / Biological ⇒ MRI & CAT Scan ⇒ CNS dysfunctioning is the couse
   Cause

b) Genetic Cause

↳ Concordance rate more in identical twins.

* How to identify people with learning disability

(i) Formal Method } similar to Gifted children
(ii) Informal "

(i) Standardised Achievement ~~Testing~~ Test

↳ Wechsler Individual Achievement Test (WIAS)
↳ " Intelligence scale for children (WISC)

⇓
They will help us to identify the learning disabled but will not provide any info. about the cause.

(ii) Informal Reading Inventories

↳ Word List ⇒ graded deg. of difficulty
↳ Passages (children are made to read & errors are noted)

(iii) formative Evaluation Methods

↳ Individual's performance is compared in the light of his ability (not with others)

(iv) Curriculum based Assessment

↳ progress is judged w.r.t. curriculum (then you are compared with other children with the same disability)

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* Characteristics of Learning Disabled

(i) Academic Achievement Problems → Spoken language (phonological issues)
→ Reading (phonological issues)
→ Writing (bad Handwriting)
↓
words that are not legible

→ Mathematics
(this is not primary issue but is secondary)

(ii) Perceptual Motor Problems
↳ Both fine & gross

(iii) ↳ Disorder of attention & Hyperactivity

(iv) ↳ Memory & metamemory problems STM & working memory.

(v) Socio-emotional problem → history of failures
→ problem in understanding others also.

* Rehabilitation

(i) Cognitive Level ——→ a) Attention
(ii) Personality " b) Memory
c) Comprehension
d) Perception
e) Processing of info.

⇒ Mental disabilities are not visible (unlike physical disabilities)

⇒ Scaffolding
⇒ Memory self efficacy improvement

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Focus on 3 things → a) Learner
b) Teacher
c) Teaching Methodology

wholistic approach → removing of personality inadequacies along with cognitive interventions.

* On the part of the teacher → He should have knowledge about the problems of such children
↓
To have empathy

→ knowledge of technologies available for their help.

→ Empathy, tolerance, patience.

⇒ Gollum Effect

⇒ Instructional Method → Small classroom

→ it should be in accordance to their cognitive readiness

→ remedial in nature

→ Programmed Learning

* Learner → Teach him self initiative

→ ~~Stra~~ Strategies for learning

→ changing his though processes

⇒ Mnemonics, self instruction, scaffolding.

(ii) Personality level

↳ Give them taste of success

↳ Develop Internal LoC

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Self Efficacy Building

*Bandura → Performance Accomplishment
→ Exposure to models
→ low arousal levels
→ encouragement from parents & teachers

*Attention focused Training → Meditation, relaxation, goal setting training.

⇒ Along with psychologists → Psychiatrists, speech problems experts, etc.
(Eclectic Approach)

⇒ Insights from other disciplines eg. technology

(This can be used for alcohol addiction also)

Mentally Retarded

→ IQ less than 70 on SIT
&
→ They lack the skills that are needed to perform day to day activities.

• AAMR → American Association for Mental Retardation

Mental retardation refers to substantial limitation in the present functioning & is characterised by significantly sub-avg intellectual functioning existing concurrently with related limitations in 2 or more of the following applicable adaptive skill areas, namely comm., self care, home living, social skills, community living, self direction, health & safety, functional academics & leisure and work.

Mental retardation manifests below 18 yrs. The current AAMR definition reflects 3 trends:

(i) Broadening of the definition beyond a single criterion of IQ score.

(ii) Lowering of IQ score used as a cut off.

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(iii) A view of retardation as a condition that can be improved.

Professionals are generally conscious of identifying the students as retarded because:

a) There has been a history of identifying the students of minority grp as retarded.

b) The label of MR may have harmful consequences for the students.

c) Some scholars believe that to certain extent MR is socially constructed.

Statistically speaking, a person should score below 70 on a standardised Int. Test to be labeled as retarded. 2 most commonly used Tests are:

(i) SBIT 5th Revision

(ii) WISC 3rd "

There is another instrument for assessment of children:

- Kaufmann K-ABC (Assessment Battery for children)

Precaution needs to be exercised in use of IQ test:

(i) They can be culturally biased

(ii) Difficulty in the measurement of IQ in children

(iii) Successful life does not solely depend on IQ

* Identification

a) Informal → Obs. of parents, friends, family, relatives

b) formal → Psychological Tests

* Characteristics

(General characteristics)

(i) → Poor Abstraction & generalisation skills

(ii) → Short Attention span

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(iii) Outer directed → external LoC
(iv) & level of motivation (low)
(v) Poor memory & meta memory
(vi) Low self esteem
(vii) Perceptual Differentiation & ability to form concepts poor

* Levels of Retardation

IQ Score	Category
Below 25	a) Profoundly retarded
25 - 39	b) Severely "
40 - 54	c) Moderately "
55 - 69	d) Mildly " (Due to chance factor)

a) & b) → They require total care & vigilance

c) → Survival vocabulary can be taught → (Trainable Group) They can manage themselves

d) → Educationable (They can take employment under vigilance)

For mild → no specific reason can be found (chance factor)

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Rehabilitation

→ Prog. for Rehab.

Problems

(i) Low motivation → history of failures
→ rejection by peers, teachers

(ii) Self Efficacy low

(iii) Memory is poor

(iv) Attention Span Limited

(v) Poor abstraction & generalisation

(vi) Personality deficits
↳ openness level low
↳ Agreeableness "
↳ Extraversion "
↳ High on neuroticism

(Jacobson's relaxation technique)

Focus on the role of → a) Teachers
b) Parents
c) Peers
d) Teaching Methodology

a) Teachers → personality → empathy, tolerance, compassion
→ skillset
↳ latest technology
↳ knowledge about challenges of mental retardation.

b) Parents → make them accept the fact that they have retarded child
→ They should be taught as to how to stimulate the env. ~~for~~ as per the needs

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→ facilitate the dev. of language

c) Peers → sensitisation of peer group

(Generally retarded children drop out due to peer hostility)

d) Teaching Methodology → Programmed Learning

Approaches

(i) Compromise Approach

(ii) Integrated "

(iii) Modified Subject "

→ Small classes are very imp.

• To increase attention & memory

→ Audio, visual & tactual presentation

→ spaced practice

→ Individualised Instruction

→ Scaffolding procedures

* To build comprehension → Abstraction through concrete examples

→ easy to complex

- Synonymity
- use of puppets

(iii) Modified Subject App.

↳ All subjects in simplified form ~~Less~~

↳ Many times it does not benefit in any way.

↳ Subjects are some as taught to normal learners.

↳ You can easily measure the progress

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2) Integrated App.

↳ curriculum which is child specific (all subjects together) → No boundaries bet. english, maths, etc.
↳ Here you cannot judge the level of progress

3) Compromised App.

↳ Subjects + skills req. in daily life
↳ It is best, if done with self pacing & small classes
↳ It is a combination of both

Learning Styles

⇒ Perceptual styles

S — O — R

O ⇒ Processes the info. that it receives from the env.

a) It was found that in any processing → some consistency was found

If given a chance, the learner will process the info. in same way

b) Learner could be classified into categories as to how they process the info → Generality in processing info (Not a task specific exercise)

Converger → convergence in all problem solving
Diverger → divergence " " " "

⇓

converger will not shift to divergence & vice versa.

c) Learning style not present at birth but acquired during initial years.

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⇒ Area of Interest ⇒ Practical Significance + Affecting large no. of people for further research.

⇒ Identification of Learning Styles → facilitate HRM & HRD

(Mnemonic in Memory → auditory learners, visual " , etc.

d) Learning style has a correlation with personality

* Witkins

↳ rod & frame test

Dark Room ⟶ Frame & a movable rod

Rod was tilted by the frame

⇒ Majority of ~~People~~ Males made the rod vertical → field independent
→ Molecular
→ focus on part ignoring the whole

⇒ Majority of females saw the rod as vertical
↓
→ field dependent
→ Molar
→ focus on the whole

#

This was due to cultural element → Independence for boys
→ Dependence " girls

⇒ once you know processing style → you can create personality profile.
↓
can be used for reference

⇒ This work was known as Learning Styles.

⇒ If done earlier → modification possible

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Learning styles is a consistent pattern of beh. & performance by which an individual approaches educational experiences. It is a composite of characteristic cognitive, affective & physiological beh. that serve as relatively stable indicators of how a learner perceives, interacts & responds to the learning env.

Learning style has been used to indicate a broad discription of relatively consistent beh. related to ways of going about learning. It is treated as individual diff. of generality comparable to intelligence or personality but describing consistency in the way people tackle the learning tasks. Sometimes the definition has been narrowed considerably to parallel the idea of cognitive style with the use of bipolar traits but described in relation to learning tasks commonly found in educational contexts.

- Kolb saw learning process as being separated into 2 distinct components:

(i) Perception (how the info. is taken in)

(ii) Processing (" " " " internalised)

In the terms of perception, an individual would either have a preference for:

(i) concrete experience → participating in specific situations & relating to people with an emphasis on feeling

(ii) Abstract conceptualisation

↳ An emphasis on analysing, thinking & planning rather than feeling.

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In terms of processing, an individual will have preference for:

(i) Active Experimentation

↳ preference for doing something with the info., emphasizing risk taking & being involved in practical applications that influence people.

(ii) Reflective Observation

↳ preference for thinking about the info. rather than doing, with an emphasis on understanding & searching for meaning.

- Based on Kolb's theory, Honey & Mumford defined 4 learning styles

(i) Pragmatist

↳ likes new ideas, does lateral thinking, tries to make new ideas work in practice.

(ii) Theorist

↳ rational, logical & analytic

(iii) Reflector

↳ prefers to stand back & observe, tends to be cautious, likes to think & analyse.

(iv) Activist

↳ functions in immediate presents, prefers hands on activities, loves challenges & gets bored with implementation.

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Another classification:

(i) Deep Learners → intention to understand, relating things

(ii) Shallow / Surface Learners → unrelated memorising, intentio
is to pass assesment

(iii) Strategic (Achievement) Learners → Organise study, use both deep & shallow learning as per the availability of time

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